

Pupil premium strategy statement

1. Summary information					
School	St John's CE First School				
Academic Year	2017-18	Total PP budget	£29,040 based on Jan census	Date of most recent PP Review	Feb 17
Total number of pupils	146	Number of pupils eligible for PP	24 16%	Date for next internal review of this strategy	July 2018
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% passing the Year 1 phonics check (5 pupils)			60%	83%	
% achieving expected or above in reading, writing & maths (0 pupils)			N/A	76%	
% convert EYFS Exp to KS1 Exp in reading (or equivalent)			N/A	78%.	
% convert EYFS Exp to KS1 Exp in writing (or equivalent)			N/A	70%	
% convert EYFS Exp to KS1 Exp in maths (or equivalent)			0% (one child drop)	77%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					

A.	Some children enter the school with low starting points and therefore require greater catch up throughout the school to reach standards in line with their peers.	
B.	Poor oral language and lack of access to a language rich environment leads to poor reading, comprehension, and writing skills	
C.	Raising expectations of higher attaining children in reading, writing and maths.	
External barriers		
D.	Low attendance rates (Below 96% for PP children)	
E.	Some cases of decreased self-esteem, resilience and confidence and poor social skills Financial constraints mean PP children do not have access to the opportunities non PP children have such as residential trips and extra-curricular activities.	
F.	Some cases of limited school readiness (lack of sleep, breakfast and limited understanding of the role of parenting within education)	
4. Desired outcomes		Success criteria
A.	PP children will achieve in line with their peers at the end of EYFS and Y2 in reading, writing and maths and in Year 1 phonics. The gap will close between PP children and their peers across the school.	Half termly tracking of pupil progress will ensure assessments show a reduced gap between PP children and non PP children

B.	Language rich environment provided through creative curriculum, quality reading material, opportunities for high quality language experiences, modelled by all staff and in addition, Forest School opportunities. Improve standards in reading and writing and communication and language. The gap will close between PP children and their peers across the school.	Half termly tracking of pupil progress will ensure assessments show a reduced gap between PP children and non PP children
C.	We will increase the number of PP children working at greater depth in reading, writing and maths	Half termly tracking of pupil progress will ensure assessments show an increase in the number of PP children reaching GD
D.	PP children will attend school at least 96% of the time.	Monitoring of Attendance data shows PP children at 96%+
E.	Improved self-esteem raised confidence and improved participation in curricular learning opportunities; through focused sessions with Emotional Literacy Support Assistants, School Councillor, one to one work, small group work and access to enrichment activities such as Forest School.	Tracking of clubs, trips and residential show PP children are represented proportionately Strengths and Difficulties questionnaires for PP children show improvement over the year.
F	We will support parents to ensure that pupils arrive ready for the school and day and prepared and understand the importance of this for successful learning outcomes	Support from Parent Support Advisor - P Skipp Breakfast club Attendance at parents evening and other school events ie workshops, information meetings, celebration of learning

5. Planned expenditure**Academic year****2017-18**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all**Desired outcome****Chosen action / approach****What is the evidence and rationale for this choice?****How will you ensure it is implemented well?****Staff lead****When will you review implementation?**

<p>PP children will achieve in line with their peers at the end of EYFS and Y2 in reading, writing and maths and in Year 1 phonics. The gap will close between PP children and their peers across the school.</p> <p>Improve standards in reading and writing. The gap will close between PP children and their peers across the school.</p>	<p>Prioritising high quality feedback during lessons that is specific, accurate and clear.</p> <p>Whole class guided reading in KS2.</p> <p>Rigorous daily quality first phonics teaching in KS 1 and Reception and regular spelling lessons in KS2. Effective phonic assessment systems for children who are falling behind in reading or writing or those who have the potential to reach or maintain GD Maths assessments to identify children falling behind in maths or those who have the potential to reach or maintain GD</p> <p>Training in Synthetic phonics for all staff.</p> <p>Maths fluency sessions in all classes from Year 1 to 4 daily.</p>	<p>EEF - Feedback has been proved to have a high impact on raising standards for a very low cost</p> <p>EEF - Reading Comprehension has moderate impact for very low cost based on extensive evidence. On average reading comprehension strategies improve learning by an additional 5 months over the course of a year.</p> <p>EEF - Synthetic Phonics has shown to have moderate impact for very low cost based on extensive evidence (particularly 4-7 year olds).Expertise is a key component to success.</p>	<p>Rigorous monitoring and tracking to ensure impact</p> <p>Lesson observation, pupil interviews and work scrutiny</p>	<p>SLT and English and Maths Leads</p>	<p>Half Termly</p>
Total budgeted cost					
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP children will achieve in line with their peers at the end of EYFS and Y2 in reading, writing and maths and in Year 1 phonics. The gap will close between PP children and their peers across the school.</p> <p>Improve standards in reading and writing. The gap will close between PP children and their peers across the school</p>	<p>Highly trained TA deployed to deliver phonics, handwriting and comprehension interventions every afternoon.</p> <p>Focussed comprehension booster sessions for PPF pupils at risk of falling behind in Year 3 and 4 delivered by trained TA.</p> <p>Tightly focussed phonic interventions delivered by class teachers and a highly trained TA (degree in Early Years)</p> <p>Nessy (KS1) for use at home in addition to school Lexia (KS2) for use at home in addition to school</p> <p>British Picture Vocabulary Scale to identify disadvantaged children who have the potential to achieve ARE or GD in reading and writing but are currently underperforming and for those whose language development is a barrier to their ability to access the curriculum</p> <p>Narrative Therapy in Reception Pre-teaching of language for identified pupils in all classes.</p>	<p>EEF - Reading Comprehension has moderate impact for very low cost based on extensive evidence. On average reading comprehension strategies improve learning by an additional 5 months over the course of a year.</p> <p>EEF - Synthetic Phonics has shown to have moderate impact for very low cost based on extensive evidence (particularly 4-7 year olds).Expertise is a key component to success.</p> <p>EEF -Digital technology has shown to have a moderate impact on standards for a moderate cost</p> <p>EEF - oral language interventions have moderate impact for a very low cost.</p> <p>Ofsted 'The Pupil Premium' document details a case study where this practice was judged as successful in raising standards. Being data driven and responding to evidence is</p>	<p>interventions monitored by JH and SL half termly</p> <p>Work scrutiny</p> <p>RAG reviews half termly focussing on reading, writing and maths will review if the programmes are having an impact</p>	<p>JH</p> <p>SLT Senco</p>	<p>Half Termly</p> <p>Termly review with PP Governor.</p> <p>Half Termly</p> <p>Half Termly</p>

	Half termly pupil progress reviews between every class teacher and SLT to rigorously monitor progress of individual pupils in reading, writing and maths. Barriers to learning will be identified and actions agreed to subsequently overcome these. Allocation of Teaching Assistants will be evaluated and allocated based on pupil need as a result of these reviews and bespoke interventions planned to address group and individual needs.	one of the most effective strategies for supporting the achievement of disadvantaged learners (NfER) Ofsted reports on the Pupil Premium also show that allocating the best staff to smaller groups has a positive impact on the achievement of disadvantaged learners.			
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Improved self-esteem raised confidence and resilience and improved participation in curricular learning opportunities.	I Can Problem Solve for all Reception pupils and targeted children across other year groups. Forest School for all Reception pupils and targeted pupils across other year groups.	Mental health and behaviour in schools (March 2016 DfE) 1.5. The role that schools play in promoting the resilience of their pupils is important, particularly so for some children where their home life is less supportive. School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.	Robust timetabling Session observations Tracking of children's Social and emotional development using EYFS trackers for Reception pupils and SDQ's for pupils in other year groups.	JH	Termly
Ensure good attendance for all children in receipt of pupil premium funding	Sensory circuits x5 sessions weekly Part Time Nurture Group for children identified in all year groups.		Letters to all families eligible Monitor engagement		Half Termly

	<p>ELSA/Counsellor (Ollie's Super Powers) in school to support with emotional difficulties</p> <p>Access to Sports, Music, Trips Financial assistance for school uniform and book bags/PE kit.</p> <p>Participation in School Council and Worship team Pupil premium added to agenda for whole staff briefing, work scrutiny, lesson observation, moderation</p> <p>Working with Family Partnership Zone to support vulnerable families. Utilising the skills of the Family Support worker (Pam Skipp) to support vulnerable families. Raising the importance of regular attendance with all stakeholders and holding individuals to account. Office team and SLT to monitor pupils attendance and to take action in line with MAT policy should individual pupils' attendance rates give cause for concern.</p> <p>School to offer a free breakfast club 5x days a week to all PPF pupils in the school to encourage regular attendance and good punctuality. Ensure children have a nutritious start to the day.</p>	<p>EEF - social and emotional Learning. Moderate Impact for Moderate cost.</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)</p> <p>Mental health and behaviour in schools (March 2016 DfE) makes it clear that disadvantaged learners are more at risk of mental health issues and consequently St John's takes a proactive approach to tackling these issues to ensure children are in a 'fit state for learning' with acquired skills and self-belief to persevere when presented with challenges. Ofsted publications on the use of PP and the Research report issued in November 2015 by the NfER all state that effective use of the PP removes barriers for PP children. These interventions address those physical needs. Ofsted also state that addressing attendance is a primary step in the use of PP funding.</p>	<p>6 week evaluations of the impact of Ollie's Super Powers using SDQ's.</p> <p>Tracking of trips, clubs and residential half termly Tracking of PPF pupils applying for and joining the school worship team, school council and librarians.</p> <p>Weekly briefing minutes All staff know who PP children are.</p> <p>Attendance analysis of PP children half termly Tracking of breakfast club participation levels</p>	<p>SLT SLT</p> <p>JH</p> <p>JH</p> <p>SLT</p>	<p>Termly</p> <p>Weekly</p> <p>Weekly</p>
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		EEF - magic breakfast club			
					Total budgeted cost

Abbreviations: PP: Pupil Premium NFER: National Foundation for Educational Research DfE: Department for Education EEF: Education Endowment Foundation TA: Teaching Assistant SLT: Senior Leadership Team SMT: Senior Management Team SEN: Special Educational Needs SENCo: Special Educational Needs Coordinator EYFS: Early Years Foundation Stage ELSA: Emotional Literacy Support Assistant